



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS FOR

HEALTH & WELLNESS

GRADES K-12



Indiana Academic Standards Context and Purpose

The Indiana Academic Standards for Grades K-12 Health and Wellness are organized in grade bands (K-2, 3-5, 6-8, and 9-12) and reflect the essential skills and knowledge that all students should know and be able to do to ensure they are equipped to make healthy choices and avoid high-risk behaviors. In alignment with the [National Health Education Standards](#), the Indiana Academic Standards outlined below represent learning outcomes for students. Each standard is accompanied by indicators that define the specific knowledge, skills, and behaviors expected of students by the end of each grade band. The grade band indicators can also serve as guidelines for assessing student performance in the classroom and are meant to be achieved by the end of the grade band in which they are identified. The grade-band indicators can also serve as guidelines for assessing student performance in the classroom. Educators should use their professional expertise to differentiate instruction at each grade level within a grade band.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

The acquisition of basic health concepts and functional health knowledge provides a foundation for the promotion of health-enhancing behaviors and risk reduction among youth. This standard focuses on essential concepts that are based on established health behavior theories and models. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. Students also describe the interrelationships of emotional, physical, social, and intellectual health and how they can be impacted by their surroundings.

1. Healthy Behaviors

K-Grade 2	K-2.1.1 Identify that healthy behaviors affect personal health.
Grades 3-5	3-5.1.1 Describe the relationship between healthy behaviors and personal health.
Grades 6-8	6-8.1.1 Analyze the relationship between healthy behaviors and personal health.
Grades 9-12	HS.1.1 Predict how behaviors can impact personal health.

2. Dimensions of Health

K-Grade 2	K-2.1.2 Recognize that there are multiple dimensions of health (mental/emotional, intellectual, physical, environmental, and social health).
Grades 3-5	3-5.1.2 Identify examples of emotional, intellectual, physical, and social health.
Grades 6-8	6-8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
Grades 9-12	HS.1.2 Cite evidence that demonstrates the interrelationships of emotional, intellectual, physical, and social health across the lifespan.

3. Personal Health

K-Grade 2	K-2.1.3 Describe ways to prevent communicable diseases.
Grades 3-5	3-5.1.3 Explain ways in which school and community environments can promote personal health.
Grades 6-8	6-8.1.3 Analyze how the environment impacts personal health.
Grades 9-12	HS.1.3 Analyze how the environment could impact overall health.

4. Preventing Injury

K-Grade 2	K-2.1.4 List ways to prevent common childhood injuries.
Grades 3-5	3-5.1.4 Describe ways to prevent common childhood injuries and health problems.
Grades 6-8	6-8.1.4 Describe ways to reduce or prevent adolescent health problems and injuries.

Grades 9-12	HS.1.4 Propose ways to reduce or prevent injuries and health problems.
5. Accessing Health Care	
K-Grade 2	K-2.1.5 Describe why it is important to have regular medical checkups.
Grades 3-5	3-5.1.5 Recognize when it is important to seek health care.
Grades 6-8	6-8.1.5 Explain how appropriate health care can promote personal health.
Grades 9-12	HS.1.5 Analyze the relationship between access to health care and personal health.
6. Family History & Personal Health	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.1.6 Describe how family history can impact personal health.
Grades 9-12	HS.1.6 Analyze how genetics and family history can affect personal health.
7. Practicing Healthy Behaviors	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.
Grades 9-12	HS.1.7 Analyze the benefits of and barriers to practicing a variety of healthy behaviors.
8. Unhealthy Behavior Outcomes	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.1.8 Examine the severity of injury and/or illness if engaging in unhealthy behaviors.
Grades 9-12	HS.1.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Health is impacted by a variety of influences within society. This standard focuses on identifying and understanding the various internal and external factors that can positively and/or negatively influence health practices and behaviors among youth. Students examine how the family, peers, culture, media, technology, and policies and regulations influence personal, family, and community health. Students analyze how personal values, beliefs, and perceived norms influence health.

1. Family Influence on Health	
K-Grade 2	K-2.2.1 Identify how family and culture influence personal health practices and behaviors.
Grades 3-5	3-5.2.1 Describe how the family influences personal health practices and behaviors.
Grades 6-8	6-8.2.1 Examine how the family influences the health of adolescents.
Grades 9-12	HS.2.1 Analyze how the family influences the health or individuals across the lifespan.
2. School and Community Impact	
K-Grade 2	K-2.2.2 Identify what the school can do to support personal health practices and behaviors.
Grades 3-5	3-5.2.2 Describe how the school and community can support personal health practices and behaviors.
Grades 6-8	6-8.2.2 Analyze how the school and community can affect personal health practices and behaviors.
Grades 9-12	HS.2.2 Evaluate how the school and community can impact personal health practice and behaviors.
3. Media Influence on Health Behaviors	
K-Grade 2	K-2.2.3 Describe how peers, technology, and media can influence health practices and behaviors.
Grades 3-5	3-5.2.3 Explain how peers, the media, including social media, can influence thoughts, feelings and healthy behaviors.
Grades 6-8	6-8.2.3 Analyze how messages from the media and social media influence health behaviors.
Grades 9-12	HS.2.3 Evaluate the effect of media and social media on health behaviors.
4. Peer Influence on Health Behaviors	
K-Grade 2	No standards defined.
Grades 3-5	3-5.2.4 Recognize how peers can influence health and unhealthy behaviors.
Grades 6-8	6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.
Grades 9-12	HS.2.4 Analyze how peers can influence healthy and unhealthy behaviors.
5. Cultural Influence on Health Behaviors	
K-Grade 2	No standards defined.
Grades 3-5	3-5.2.5 Identify the influence of culture on health beliefs, practices, and behaviors.
Grades 6-8	6-8.2.5 Describe the influence of culture on health beliefs, practices, and behaviors.

Grades 9-12	HS.2.5 Analyze how culture influences health behaviors.
6. Technology Influence on Health Behaviors	
K-Grade 2	No standards defined.
Grades 3-5	3-5.2.6 Describe ways technology can influence personal health.
Grades 6-8	6-8.2.6 Analyze the influence of technology on personal and family health.
Grades 9-12	HS.2.6 Evaluate the impact of technology on personal, family, and community health.
7. Norms Perception Influence on Health Behaviors	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
Grades 9-12	HS.2.7 Analyze how the perceptions of norms influence health behaviors.
8. Personal Values Influence on Health Behaviors	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.2.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
Grades 9-12	HS.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
9. Health Risk Behaviors	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.2.9 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.
Grades 9-12	HS.2.9 Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.
10. School/Public Health Policy Influence on Health Behaviors	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.2.10 Explain how school and public health policies can influence health practices and behaviors.

Grades 9-12	HS.2.10 Analyze how public health policies and government regulations can influence health practices and behaviors.
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Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.

Accessing valid health information and health-enhancing products and services is critical in the prevention, early detection and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy. Students access valid health information, health-enhancing products, and services to prevent, detect, and treat health problems.

1. Health Information and Services	
K-Grade 2	K-2.3.1 Identify trusted adults who can help enhance and support health.
Grades 3-5	3-5.3.1 Identify characteristics of valid health information, products, and services.
Grades 6-8	6-8.3.1 Investigate the validity of health information, products, and services.
Grades 9-12	HS.3.1 Evaluate the validity of health information, products and services.
2. Accessing Health Information	
K-Grade 2	K-2.3.2 Identify ways to locate school and community health helpers.
Grades 3-5	3-5.3.2 Locate resources from home, school, and community that provide health information and enhance health.
Grades 6-8	6-8.3.2 Access valid health information from home, school, and community.
Grades 9-12	HS.3.2 Use resources from home, school, community, and reliable internet sources that provide valid health information for making personal health decisions.
3. Professional Health Services	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.3.3 Describe situations that may require professional health services.
Grades 9-12	HS.3.3 Determine when professional health services may be required.
4. Locating Reliable Health Products/Services	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.

Grades 6-8	6-8.3.4 Locate valid and reliable health products and services that enhance health.
Grades 9-12	HS.3.4 Access valid and reliable health products and services that enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk.

Effective communication enhances personal, family, and community health. This standard focuses on how healthy individuals use verbal and nonverbal skills to develop and maintain quality personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

1. Verbal/Nonverbal Communication Skills

K-Grade 2	K-2.4.1 Identify and demonstrate verbal and nonverbal communication skills to enhance health.
Grades 3-5	3-5.4.1 Formulate effective (assertive) verbal and nonverbal communication strategies.
Grades 6-8	6-8.4.1 Apply effective verbal and nonverbal communication skills to enhance health.
Grades 9-12	HS.4.1 Apply effective verbal (assertiveness) and nonverbal communication skills in real-life health situations.

2. Listening Skills

K-Grade 2	K-2.4.2 Practice listening skills to enhance health.
Grades 3-5	3-5.4.2 Demonstrate the ability to actively listen to enhance health.
Grades 6-8	6-8.4.2 Demonstrate active listening and response skills to enhance health.
Grades 9-12	HS.4.2 Employ active listening and response skills to enhance health.

3. Expressing Needs, Wants, and Feelings

K-Grade 2	K-2.4.3 Express needs, wants, and feelings in a healthy way.
Grades 3-5	3-5.4.3 Explain healthy ways to express needs, wants, and feelings.
Grades 6-8	6-8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.
Grades 9-12	HS.4.3 Identify and apply healthy strategies to manage personal wellbeing.

4. Communicating Care, Consideration, and Respect

K-Grade 2	K-2.4.4 Model ways to treat people with kindness and respect.
Grades 3-5	3-5.4.4 Determine ways to communicate kindness and respect for others.

Grades 6-8	6-8.4.4 Practice ways to communicate care, consideration, and respect for self and others.
Grades 9-12	HS.4.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
5. Health Risk Refusal Skills	
K-Grade 2	K-2.4.5 Describe ways to respond in an unwanted, threatening, or dangerous situation.
Grades 3-5	3-5.4.5 Describe refusal skills to avoid or reduce health risks.
Grades 6-8	6-8.4.5 Demonstrate the ability to refuse or negotiate health risks in healthy ways.
Grades 9-12	HS.4.5 Demonstrate effective refusal skills in real-life health-related situations.
6. Asking for Assistance	
K-Grade 2	K-2.4.6 Explain situations where talking to a trusted adult is important.
Grades 3-5	3-5.4.6 Model how to ask for assistance to enhance personal health.
Grades 6-8	6-8.4.6 Demonstrate how to ask for assistance to enhance the health of self and others.
Grades 9-12	HS.4.6 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
7. Managing Conflict	
K-Grade 2	K-2.4.7 Identify and explain healthy strategies to manage and resolve conflict.
Grades 3-5	3-5.4.7 Analyze strategies to prevent and manage conflict.
Grades 6-8	6-8.4.7 Implement healthy strategies to prevent and manage conflict.
Grades 9-12	HS.4.7 Implement and evaluate strategies to prevent and manage conflict.
8. Overcoming Communication Barriers	
K-Grade 2	No standards defined.
Grades 3-5	3-5.4.8 Recognize barriers to healthy communication.
Grades 6-8	6-8.4.8 Formulate strategies for overcoming health-related communication barriers.
Grades 9-12	HS.4.8 Implement strategies for overcoming health-related communication barriers.
9. Overcoming Communication Barriers	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.4.9 Examine the impact of communication on relationships.
Grades 9-12	HS.4.9 Analyze how interpersonal communication impacts and is impacted by relationships.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Decision-making skills are needed in order to identify, implement, and sustain health-enhancing behaviors. This standard focuses on the essential steps needed to make healthy decisions. Students apply a comprehensive decision-making process which enables them to collaborate with others to improve quality of life now and in the future.

1. Personal Health Decisions and Influences	
K-Grade 2	K-2.5.1 Identify personal health decisions.
Grades 3-5	3-5.5.1 Identify personal health decisions and influences.
Grades 6-8	6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.
Grades 9-12	HS.5.1 Identify personal health decisions and analyze related internal and external influences.
2. Evaluating Health Information	
K-Grade 2	K-2.5.2 Identify people or places where health information can be obtained.
Grades 3-5	3-5.5.2 Predict health risk of decisions to self and others.
Grades 6-8	6-8.5.2 Compile and assess available information to enhance health.
Grades 9-12	HS.5.2 Gather, synthesize, and evaluate available information to enhance health.
3. Making Health-Related Decisions	
K-Grade 2	No standards defined.
Grades 3-5	3-5.5.3 Identify important steps to take when making a health related decision.
Grades 6-8	6-8.5.3 Personalize health risk of decisions to self and others.
Grades 9-12	HS.5.3 Analyze health risk of decisions to self and others.
4. Health Decision Connections	
K-Grade 2	No standards defined.
Grades 3-5	3-5.5.4 Describe how personal health decisions are connected to subsequent decisions.
Grades 6-8	6-8.5.4 Apply a decision making process to real-life health related situations.
Grades 9-12	HS.5.4 Apply a decision making process to real-life health related situations.
5. Personal Health Responsibility	
K-Grade 2	No standards defined.

Grades 3-5	3-5.5.5 Assume responsibility for personal health decisions.
Grades 6-8	6-8.5.5 Describe how personal health decisions may affect subsequent decisions.
Grades 9-12	HS.5.5 Describe how personal health decisions may affect subsequent decisions.
6. Personal Health Decisions	
K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.5.6 Assume responsibility for personal health decisions.
Grades 9-12	HS.5.6 Assume responsibility for personal health decisions.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard focuses on the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future. Students construct health goals based upon personal needs. Students design, implement, and evaluate critical steps to achieve short-term and long-term health goals.

1. Setting Health Goals	
K-Grade 2	K-2.6.1 Identify the benefits of planning and setting personal health goals.
Grades 3-5	3-5.6.1 Explain the benefits of planning and setting personal health goals.
Grades 6-8	6-8.6.1 Assess the benefits of planning and setting health goals.
Grades 9-12	HS.6.1 Critically analyze and articulate the benefits of planning and setting personal health goals.
2. Achieving Health Goals	
K-Grade 2	K-2.6.2 Identify a realistic and personal health goal.
Grades 3-5	3-5.6.2 Develop a personal health goal and a plan to achieve it.
Grades 6-8	6-8.6.2 Develop a personal health goal and a plan to achieve it.
Grades 9-12	HS.6.2 Develop a personal health goal and a plan to achieve it.
3. Barriers to Health Goals	
K-Grade 2	K-2.6.3 Describe steps to achieve the personal health goal.
Grades 3-5	3-5.6.3 Identify possible barriers to achieving the personal health goal.
Grades 6-8	6-8.6.3 Examine possible barriers to achieving the personal health goal.

Grades 9-12	HS.6.3 Analyze and develop strategies to overcome barriers to achieving the personal health goal.
4. Health Goal Adaptability	
K-Grade 2	K-2.6.4 Identify possible benefits and barriers to achieving the personal health goal.
Grades 3-5	3-5.6.4 Demonstrate how to achieve the personal health goal and express awareness of possible barriers in the plan.
Grades 6-8	6-8.6.4 Implement the plan to achieve the personal health goal and overcome possible barriers.
Grades 9-12	HS.6.4 Implement and analyze the plan and adjust it, as needed, to achieve the personal health goal.
5. Personal Choices and Health Goals	
K-Grade 2	K-2.6.5 Take steps to achieve the personal health goal.
Grades 3-5	3-5.6.5 Examine the impact of personal choices on the personal health goal.
Grades 6-8	6-8.6.5 Consider the impact of decisions on the personal health goal.
Grades 9-12	HS.6.5 Identify personal support systems and explain their importance in achieving the personal health goal.
6. Health Goal Support Systems	
K-Grade 2	K-2.6.6 Identify trusted adults that can help in achieving the personal health goal.
Grades 3-5	3-5.6.6 Identify who can help in achieving the personal health goal.
Grades 6-8	6-8.6.6 Identify personal support systems and explain their importance in achieving the personal health goal.
Grades 9-12	HS.6.6 Assess, reflect on, and adjust the plan to reach and maintain the personal health goal.
7. Health Goal Progress	
K-Grade 2	No standards defined.
Grades 3-5	3-5.6.7 Monitor and evaluate progress towards achieving the personal health goal.
Grades 6-8	6-8.6.7 Assess, reflect on, and adjust the plan to reach and maintain the personal health goal.
Grades 9-12	No standards defined.

Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.

This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. This standard focuses on strategies and skills to enhance personal health and reduce health risks. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. Students identify personal health needs and practice health-enhancing behaviors to improve health and reduce risks.

1. Safety Knowledge Skills

K-Grade 2	K-2.7.1 Identify character traits and behaviors of a healthy and safe person.
Grades 3-5	3-5.7.1 Explain character traits and behaviors of a healthy and safe person.
Grades 6-8	6-8.7.1 Conduct a personal assessment of health and safety knowledge and skills.
Grades 9-12	HS.7.1 Conduct a personal assessment of health and safety knowledge and skills.

2. Health and Safety Strengths and Needs

K-Grade 2	K-2.7.2 List a variety of behaviors to avoid or reduce health and safety risks.
Grades 3-5	3-5.7.2 Identify specific ways to avoid or reduce health and safety risks.
Grades 6-8	6-8.7.2 Describe the results of the personal assessment to identify personal health and safety strengths and needs.
Grades 9-12	HS.7.2 Analyze the results of the personal assessment to identify personal health and safety strengths and needs.

3. Health and Safety Strengths and Needs

K-Grade 2	No standards defined.
Grades 3-5	No standards defined.
Grades 6-8	6-8.7.3 Describe the results of the personal assessment to identify personal health and safety strengths and needs.
Grades 9-12	HS.7.3 Analyze the results of the personal assessment to identify personal health and safety strengths and needs.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Advocacy skills help students promote healthy norms and behaviors. This standard focuses on the development of essential skills to create health enhancing messages and to encourage others to adopt healthy behaviors. Students communicate valid information and convey opinions about health issues.

1. Safety Concerns and Assessments

K-Grade 2	K-2.8.1 List personal, family, school, or community health and safety concerns.
Grades 3-5	3-5.8.1 Identify personal, family, school, or community health and safety concerns.
Grades 6-8	6-8.8.1 Conduct a personal, family, or community health or safety assessment and/or review data from an existing health assessment.
Grades 9-12	HS.8.1 Conduct a personal, family, or community health or safety assessment and/or review data from current similar health assessments.

2. Standing for Health/Safety Issues

K-Grade 2	K-2.8.2 Identify a health or safety issue that has personal relevance.
Grades 3-5	3-5.8.2 Select a health or safety issue on which to take a stand.
Grades 6-8	6-8.8.2 Analyze data to determine a priority health or safety issue on which to take a stand.
Grades 9-12	HS.8.2 Analyze data to determine a priority health or safety issue to be able to use and understand.

3. Evidence for Health/Safety Issues

K-Grade 2	No standards defined.
Grades 3-5	3-5.8.3 Locate evidence about the health or safety issue.
Grades 6-8	6-8.8.3 Research the health or safety issue.
Grades 9-12	HS.8.3 Identify and familiarize yourself with agencies, organizations, and others who advocate for and against the health issue.

4. Advocating for Health Issues

K-Grade 2	No standards defined.
Grades 3-5	3-5.8.4 Identify groups or others who advocate for the health issue.
Grades 6-8	6-8.8.4 Identify agencies, organizations, or others who advocate for the health issue.
Grades 9-12	HS.8.4 Take a clear stand or position on health-enhancing behaviors.

5. Personal Belief for Health/Safety Issues	
K-Grade 2	No standards defined.
Grades 3-5	3-5.8.5 Clarify personal beliefs regarding the health or safety issue.
Grades 6-8	6-8.8.5 Demonstrate personal beliefs regarding the health or safety issue.
Grades 9-12	HS.8.5 Use communication techniques to educate the individual or group to support or act on the health safety issue.
6. Communicating Health/Safety Issues	
K-Grade 2	No standards defined.
Grades 3-5	3-5.8.6 Take a clear stand or position on health-enhancing behaviors.
Grades 6-8	6-8.8.6 Use communication techniques to persuade the individual or group to support or act on the health or safety issue.
Grades 9-12	HS.8.6 Identify and create messaging and marketing to a priority audience concerning the health and safety message.
7. Communicating Health/Safety Issues	
K-Grade 2	No standards defined.
Grades 3-5	3-5.8.7 Use a communication technique to inform others about a health or safety issue.
Grades 6-8	6-8.8.7 Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.
Grades 9-12	HS.8.7 Work collaboratively with individuals, agencies, and organizations to advocate for the health of self, families, and communities.
8. Communicating Health/Safety Issues	
K-Grade 2	No standards defined.
Grades 3-5	3-5.8.8 Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.
Grades 6-8	No standards defined.
Grades 9-12	HS.8.8 Evaluate the effectiveness of the advocacy effort and revise and adjust, as needed.